

Accessibility Plan 2023-2026

Netherton Moss Primary School



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1. Aims

The SEN and Disability Act 2001 extended the Disability Discrimination ACT 1995 (DDA) to cover education. Since September 2002, the Governing Body had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Netherton Moss aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. Therefore we are equally ambitious for our pupils and staff with a disability.

The school aims to work closely with pupils with disabilities, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which puts them at a disadvantage. At Netherton Moss we are committed to giving all of our children every opportunity to achieve the highest of standards. We have high expectations for all children and endeavour to support them towards achieving their potential, regardless of ability, social background, or cultural/ethnic differences. We will ensure reasonable adjustments are made to meet the needs of individuals, whenever possible.

At Netherton Moss we strive to be an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school is active in promoting positive attitudes and increased access to education for all pupils with disabilities.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Access to the Curriculum					
Timescale <i>State short, medium and long-term objectives</i>	Target	What we need to do	How will we do it	Lead responsibility	Review date & outcome
Short term Academic year 23-24	To enable all staff to have a clear understanding of the Graduated Response to identifying children with special educational needs and disabilities.	Share Graduated Response with all staff and ensure a clear identification process is in place. Further develop the effectiveness of TAs throughout the school and the development of specialisms.	Staff meetings TA meetings CPD	SEND team	Autumn term 2024. Graduated response training completed Dec 2023 Training of additional ELSA TA commenced March 2024
Short term Academic year 23-24	To ensure pupils with visual impairment have full accessibility to the learning	Personal laptop for child to enable mirroring technology to be used to mirror information from Interactive whiteboard.	Work with VI team from LA and with school IT Support (APEX) to find/install appropriate software.	SEND Team class teacher	Ensure laptop and software are also in place for transition to new year group in September 2024

Short term Academic year 23-24	To enable staff to understand the importance of the environment and ensure that every child is being taught in a high-quality learning environment that supports their learning needs.	Ensure resources are in place to support full and equal access to the curriculum for all children. Eg. Visual timetables, task planners, Regulation Stations, workstations, sensory tools, writing slopes, reading pens, use of ICT, lighting	Learning walks to monitor classroom environments Lesson Observations Pupil voice Annual SEND audit	SEND team	Every autumn term
Short term Academic year 23-24	To ensure all children are regulated and ready to learn.	Continue to monitor the use of Zones of Regulation across the school to support the children to identify their zone and use the appropriate strategies for self regulation.	Learning walks Pupil Voice	SEND Team	Every
Medium term Academic years 23/24 & 24/25	Raise standards for all by embedding classroom practice that ensures all children are able to access the curriculum and as a result of high-quality teaching, know and remember more. Develop the use of inclusive practice to create a learning environment that celebrates diversity, promotes equal opportunities, and supports the holistic development and success of all learners. Evolve the use of adaptive teaching techniques to effectively meet the diverse learning needs of the children, promote engagement and achievement, and create a more inclusive and	Raise Staff awareness of the principles of inclusive practice and the vital role it plays in ensuring the holistic development of all learners. Use the framework of inclusive practice to complete a layered evaluation of the school curriculum to ensure that strengths, barriers and support strategies are identified for each subject at, a whole school, year group and individual cohort level as appropriate. Use the framework of inclusive practice to audit the classroom environment and routines and that of the wider school facilities to ensure they are as inclusive	Staff meeting time CPD from SENIS	DHird & FWash , SENDCO	Autumn term 2023 Staff CPD INSET Jan 2024

	effective educational experience for all.	as possible. Review the schools current Quality Teaching Toolkit and develop teaching strategies that support effective teaching, drawn from the EEF - Five a Day approaches and the Sherrington and Caviglioli 'Walkthrus' to support every pupil to succeed academically.	Staff meeting time Purchase of Walkthru books for staff/ subscription to Walkthru website	Headteacher SEND team	Staff meeting time during 24/25
Short term Academic Year 23-24 and ongoing	Ensure that all children who are neurodivergent have full access to the curriculum.	Develop teachers pedagogical understanding of Adaptive Teaching and the role it plays in effectively meeting the diverse learning needs of the children	Staff CPD Learning walks ZoR PINS project STEPS Programme	Headteacher SEND team Debbie Rainford	Staff meetings 24/25

2. Access to the Physical Environment

Timescale <i>State short, medium and long-term objectives</i>	Target	What we need to do	How will we do it	Lead responsibility	Review date & outcome
Short term Academic year 23-24	Improve and maintain access to the physical environment for all pupils, staff and visitors	Ensure the environment (school building and grounds) is adapted to the needs of pupils as required and accessibility developed where needed. This includes: Ramps Hazard free corridors Dining hall modifications Classroom access Hand rails/ high viz strips on steps Outdoor area	Work with SENIS complex Needs Team / OT & Physiotherapy to develop access arrangement plan as needed for specific children.	SEND team /Site manager/HT	Start of each new academic year and as the needs of the adult/child change
Short term Academic year 23-24	Improve and maintain access to the physical environment for all pupils, staff and visitors	Review toilet provision in KS1 to ensure that it meet the needs of all children Adapt existing toilet in KS2 to enable installation and use of hoist.	Work with LA Work with OT/physio and LA Complex Needs team to identify correct equipment needed.	Headteacher SEND team LA	Start of each new academic year and as the needs of the adult/child change

	To improve the environment and lunch time to provide quiet areas for pupils with sensory difficulties , Autism and/or Anxiety	To provide lunch clubs for pupils who struggle with busy playtimes. To provide a classroom at lunch time for a quiet space.	Rearrange lunchtime cover to have a TA/TAs to run the clubs and supervise a quiet space.	Headteacher SEND Team	
Medium term Academic year 24-25		Review current toilet with changing area provision to update and ensure the appropriate access		Headteacher/ Site manager/ SEND team	Autumn term 2024

3. Access to information

Timescale <i>State short, medium and long-term objectives</i>	Target	What we need to do	How will we do it	Lead responsibility	Review date & outcome
Short term - Academic year 23-24 & ongoing	Improve the delivery of information to pupils with a disability	<p>Ensure that visual aids and prompts in class are consistently used to enable access to learning for all.</p> <p>Ensure social stories, comic strips are used to support pupil understanding</p>	<p>Visual timetables will be displayed in each classroom and teaching and TA's support staff will use other visual aids and prompts to improve delivery of information to children with SEND</p> <p>Visual prompts to be used where necessary to allow adults to successfully communicate with all children</p> <p>Monitored via learning walks and pupil voice</p>	SEND team Teaching staff	Start of Autumn term each year

		<p>Ensure all teaching materials are adapted to enable all children to have equal access to their learning . Eg. Use of buff paper, dyslexic friendly fonts, large fonts, reading pens, overlays,</p>	<p>Learning walks Purchase reading pens</p>	<p>SEND Team</p>	
<p>Long term By end of academic year 25-26</p>	<p>To undertake a full review of all methods of communication to parents, pupils and other agencies. To include letters, social networking and websites, to ensure pupils with disabilities are not disadvantaged.</p>	<p>Monitor current provision and gather views of the wider school community up to December 2025</p>	<p>Parent Consultations</p>	<p>HT/DHT/SEND team</p>	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEND) Policy
- SEND information Report